DOCUMENT RESUME

ED 303 574 CE 051 503

TITLE Effective Social Skills. Successful Living Skills.
INSTITUTION Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE 88
NOTE 92p.; For related documents, see CE 051 500-506.
AVAILABLE FROM Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. BS1010--$20.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Classroom Techniques; Course Content; *Daily Living Skills; Decision Making Skills; *Human Relations; *Interpersonal Competence; Interpersonal Relationship; Learning Activities; Learning Modules; Lesson Plans; Popularity; Postsecondary Education; Secondary Education; *Skill Development; Social Adjustment; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Values; Values Clarification
IDENTIFIERS *Etiquette; Oklahoma

ABSTRACT

This module on social skills is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students interact with peers and conduct themselves during formal and informal occasions. Two units cover the following topics: (1) peer relations and (2) social and entertainment skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303574

SUCCESSFUL SKILLS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Maker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EFFECTIVE SOCIAL SKILLS

Developed by the
Curriculum and Instructional Materials Center
Oklahoma State Board of Vocational and Technical Education

88-005645 BS 1010

Copyright 1988
Oklahoma State Department of Vocational and Technical Education
Curriculum and Instructional Materials Center

All rights reserved.

Printed in the United States of America by the
State Department of Vocational and Technical Education
Stillwater, Oklahoma 74074

This publication, or parts thereof, may not be reproduced in any form by photographic, electrostatic, mechanical, or any other method, for any use including information storage and retrieval, without written permission from the publisher.

Use of commercial products in these instructional materials does not imply endorsement by the Oklahoma State Department of Vocational and Technical Education.

The Oklahoma State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, or qualified handicap.

EFFECTIVE SOCIAL SKILLS

TABLE OF CONTENTS

Unit I	Peer Relations	1
Unit II	Social and Entertainment Skills	43

FOREWORD

The *Successful Living Skills* series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from *Basic Automotive Responsibilities* to *Managing Personal Matters* to *Effective Employment Practices*. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Effective Social Skills* module helps students develop those skills necessary to successfully interact with peers and to properly conduct themselves during formal and informal occassions. The module covers ways to improve self-expression, relationships among friends and family members as well as introduces the student to important rules of etiquette to follow during special occassions.

Dr. Roy Peters, Jr., Director
State Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

The development of the *Successful Living Skills: Effective Social Skills* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (CIMC). Sheila Stone, Coordinator of Curriculum Development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann, Instructional Materials Marketing Coordinator for the conception and support of the *Successful Living Skills* series.

Special thanks goes to the members of the *Successful Living Skills* validation committee members:

Linda Avant, Testing Specialist

Kent Boggs, State FFA Executive Secretary

Jerry Huddleston, Assistant State Coordinator of Employment Training

Gayle Kearns, Curriculum Development Specialist

Belinda McCharen, Coordinator of Vocational Guidance

Candy Sebert, Assistant State Supervisor of Home Economics

Phyllis Tarrant, Curriculum Development Specialist

Marilyn Troupe, Curriculum Development Specialist

Keith Harp, Staff Development Specialist

The CIMC would also like to extend a great appreciation to Kaye White, Technical Writer, for her assistance in developing the *Effective Social Skills* module.

Throughout the development process the art department played an important part. Therefore, a special appreciation is extended to Bob Davis, Art Manager, and artists Gary Bradley, Kim Hale, Kathryn Moore, Suzanne Morris, Robert Randall, Scott Stone, and Suzie Tannahill.

Terrell B. Ogilvie, Technical Writer
Curriculum and Instructional
Materials Center

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Mananging Personal Matters

Effective Employment Practices

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Basic Shelter Responsibilities

Development of Financial Skills

Successful Clothing Management

Successful Human Relations

Personal Health and Safety

Securing Information

Personal Meal Alternatives

USE OF THIS PUBLICATION

Instructional Units

Effective Social Skills includes two instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the instructors, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period

B. Skills that must be demonstrated

   1. Supplies and equipment needed

   2. Amount of practice needed

   3. Amount of class time needed for demonstrations

C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered

D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order classify divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: Demonstrate is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities pages assist the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are optional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles, and additional information (which is intended to be used as the instructor deems necessary). Supplements may be photo-copied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are par-

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordinating activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Student Supplements (green pages)

Student supplements are additional material that support and go beyond portions of the Information Sheet. Student Supplements include such activities as games, puzzles, and additional information that may be used to broaden the students understanding of the information.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledge that is a necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructors should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students' demonstrations of the desired skills. The tests are in the instructor's book but may be photo-copied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Coordinator of Curriculum Development
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

PEER RELATIONS
UNIT I

UNIT OBJECTIVE

After completing this unit, the students should be able to evaluate their own personality characteristics, understand how peer pressure affects them, evaluate friendships, and make a plan for self-improvement. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Name two factors that influence personality development.
2. Select from a list desirable personality characteristics.
3. Arrange in order steps to improve personality.
4. State a basic rule for good peer relations.
5. Select from a list ways to improve peer relations.
6. Explain how peer pressure groups influence behavior.
7. Match types of friendships to their descriptions.
8. Determine what to look for in a friend.
9. Evaluate first impressions.
10. Evaluate the types of friendships one has.
11. Develop a plan for self-improvement.

PEER RELATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective Sheet

B. Suggested activities

C. Supplements

1. Supplement #1 — Relevant Definitions
2. Supplement #2 — Personality Types
3. Supplement #3 — Characteristics of Friendship

D. Transparency Masters

1. TM #1 — What Determines Self
2. TM #2 — Three Sides of Self

E. Information sheets

F. Student Supplement — Help a New Student

G. Assignment Sheets

1. Assignment Sheet #1 — Determine What Look For in a Friend?
2. Assignment Sheet #2 — Evaluate First Impressions
3. Assignment Sheet #3 — Evaluate the Type of Friendships One Has
4. Assignment Sheet #4 — Develop a Plan for Self-improvement

H. Answers to assignment sheets

I. Test

J. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order (or obtain) materials to supplement unit.

B. Provide students with copies of unit.

C. Discuss unit and specific objectives.

- Write the word Friendship on the chalkboard by arranging the letters in a vertical line. Beside each letter write words which describe the kinds of friends students would like to have. Have the students give you the words to write during class discussion of what friendship is. Have students take notes for a later class discussion.

- Redo the above activity, substituting words which describe people students do NOT want as friends.

- Explain the objectives of this unit,

D. Discuss information and assignment sheets

1. Discuss two factors that influence personality development using Information Sheet, Section I.

   - Use Supplement #1 to go over relevant definitions that students may need for studying this unit.

   - Use TM #1 to show visually what affects personality development.

2. Discuss desirable personality traits using Information Sheet, Section II.

   - Have students compare their list from the introductory exercise to the list in their Information Sheet. Have them place a check beside those characteristics they did not originally list.

   - Use Supplement #2 to discuss personality types.

   - Have students complete Assignment Sheet #1.

3. Discuss the steps for improving personality using Information Sheet, Section III.

   - Use TM #2 to illustrate the three sides of self.

SUGGESTED ACTIVITIES

- Discuss how to choose specific areas to work on to improve personality such as not complaining about duties, trying to be friendlier,
- trying to be less critical, trying to be more responsible for your own actions.
- Have students complete Assignment Sheet #2.

4. Explain a basic rule for good peer relations using Information Sheet, Section IV.
   - Write the rule on the chalkboard for emphasis.
   - Have students discuss why they think this rule is effective.
5. Explain how to improve peer relations using Information Sheet, Section V.
   - Have students give examples of how these guidelines have worked or not worked in their relations with peers in the past.
6. Discuss how peer pressure groups influence behavior using Information Sheet, Section VI.
   - Have students give examples of how peer groups have influenced them.
   - Have students discuss how they handle pressure to engage in activities they feel unsure about or are totally against.
7. Discuss the types of friendships using Information Sheet, Section VII.
   - Use Supplement #3 to discuss the characteristics of friendship.
   - Have students list the types of friendships they think exist and then compare their list with the list in the Information Sheet.
   - Explain what first impressions are.
   - Have students complete Assignment Sheet #3.
   - Have students complete Assignment Sheet #4.
   - Discuss the answers to Assignment Sheet #3 in class.

SUGGESTED ACTIVITIES

- Have students complete the Student Supplement.

E. Give test

F. Critique test and discuss in class

G. Reteach and retest as necessary

III. Unit references

A. Foster, Gary. *You: A Guide For the Personal Development of Young People*. Austin, Texas: University of Texas at Austin, Division of Continuing Education/ Extension Instruction and Materials Center, 1982.

B. Kawtaluk, Helen, and Alice 0. Kopan. *Food for Today Revised*. Peoria, IL: Bennett Publishing Co., 1982.

C. Largen, Velda L. *Guide to Good Food.* South Holland, IL:Goodheart-Willcox Co., Inc., 1984.

D. Riker, Audrey Palm. *Me: Understanding Myself and Others*. Peoria,IL: Chas A. Bennett Co., Inc., 1977.

E. Sawatzky, Joyce. *Home Economics I*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

F. Tallent, Norman, and Charlotte Spungin. *Psychology:Understanding Ourselves and Others*. New York: American Book Company, 1972.

PEER RELATIONS
UNIT I

SUPPLEMENT #1 — RELEVANT DEFINITIONS

Self-image — What a person believes about self

Environment — All people, things, and events that surround an individual

Heredity — Transmission from parent to child of certain characteristics, such as physical traits, sex, and potential abilities

Peer — Someone who is in one's own age group

Personality — Sum total of all that a person is

(NOTE: Personality is the unique way in which individuals behave. This includes one's feelings, hopes, dreams, fears, and the way one walks, dresses, talks, and thinks.)

Popularity — Approval by people, particularly by one's peers

Clique — Groups of people who are "close-knit" and exclusive in their friendships

(NOTE: Some people attach too much importance to their group and imagine that it gives them special privileges or standing.)

Habit — Set way of acting acquired by frequent repetition

(NOTE: Habit implies doing or thinking something UNCONSCIOUSLY.)

Attitude — Way one acts, looks, or thinks that shows opinion toward a subject

Maturity — Indication that growth expected for a particular age has taken place

PEER RELATIONS
UNIT I

SUPPLEMENT #2 — PERSONALITY TYPES

EXTROVERTS — Outgoing people who like to have lots of people around. They are usually realists and objective thinkers. They would rather act on a problem than think about it a great deal or worry about it. They are usually not overly sensitive and do not tend to analyze themselves to the extreme.

INTROVERTS — Shy people who are more sensitive and easily hurt. They tend to find fault with themselves and do not take teasing well. They are often dreamers and like to indulge in fantasy.

AMBIVERTS — Have about an even mix of characteristics from the extrovert and the introvert. Most people are ambiverts.

DOMINANT — Tend to dominate and control other people.

PASSIVE — Tend to yield and compromise. Usually, they let others have their way without offering any resistance.

PEER RELATIONS
UNIT I

SUPPLEMENT #3 — CHARACTERISTICS OF FRIENDSHIP

- Friendship is a mutual friendship

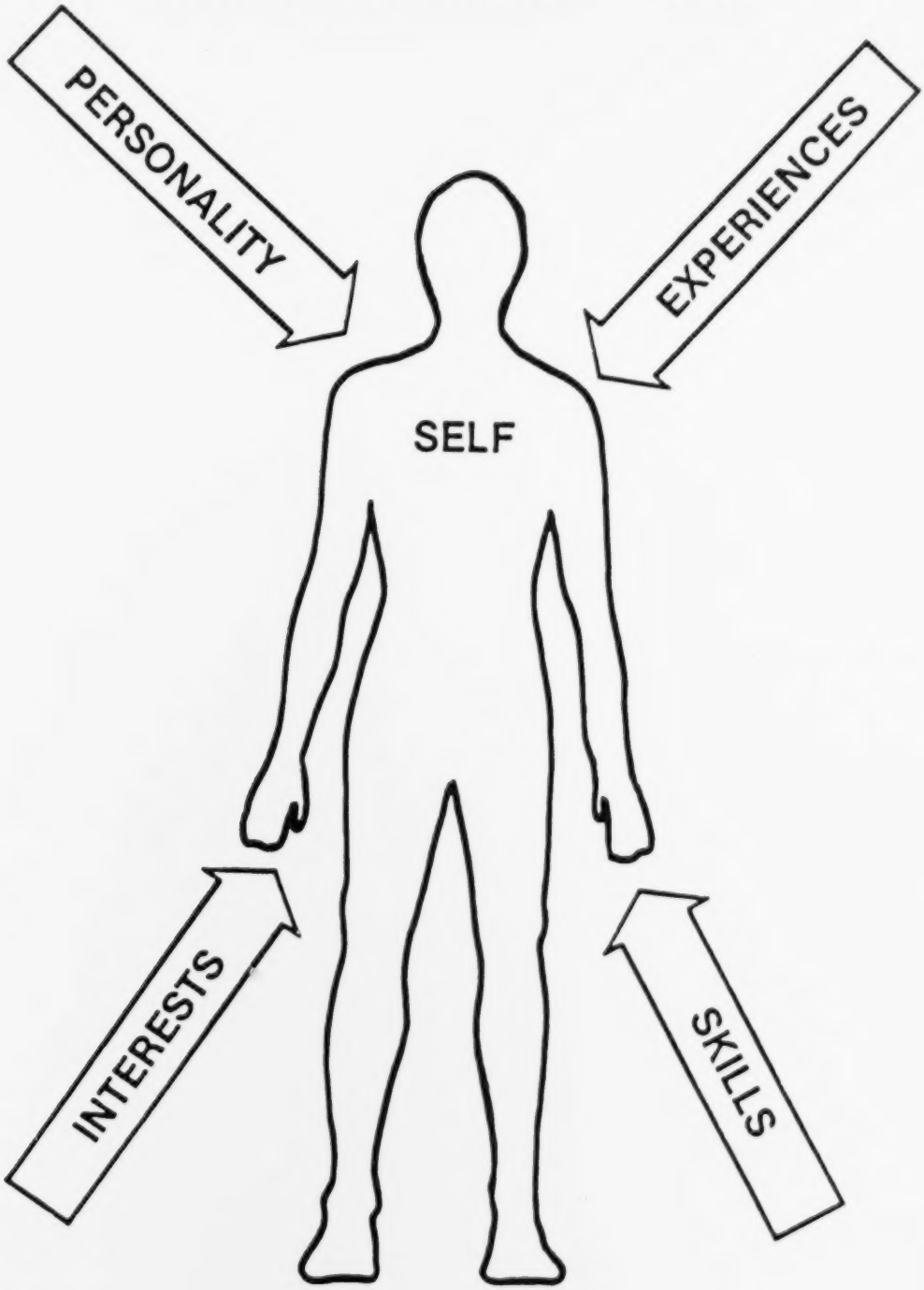
(NOTE: Each person must like, respect, and support the other. There must be mutual interests and shared experiences. Friendships cannot be bought and should not be abused.)

- Friends should be interested in each other's activities.
- Shared experiences increase the quality of friendship
- Friends support each other in absence and presence.
- Friendship adds a happy quality to life.
- Friends contribute to a feeling of security.
- Friends may be of both sexes and all ages.

(NOTE: Beware of cliques! Cliques are small exclusive friendship groups that have rules that may not be written down but may change at any time. These groups generally do not have friends outside the group and for that reason prevent many people from having friends other than members of the group.)

- Friendships with the opposite sex precede dating.
- One's behavior and activities are influenced by friends.

What Determines "Self"



Three Sides of Self

The Person You Think You Are

The Person You Are

The Person Others Think You Are

PEER RELATIONS
UNIT I

INFORMATION SHEET

I. Factors that influence personality development

A. Environment

Examples: Neighborhood; school; friends; teacher; activities; church; hobbies; family members' occupations, education, interests, and talents; position in family, such as first born, only child, middle child

B. Heredity

Examples: Bone structure; color of skin, hair, and eyes; potential height; sex (male or female); susceptibility to disease and allergies; aptitudes; talent

II. Desirable personality characteristics

(NOTE: Personality traits are desirable or undesirable, depending on how they affect relationships with peers and adults.)

A. Attitude

(NOTE: The value which has the greatest effect upon personality is shown in one's attitude towards others.)

B. Courtesy

C. Dependability

D. Desire to succeed

E. Enthusiasm

F. Foresight

G. Friendliness

(NOTE: Make friendliness a habit! Imagine what would happen if everyone waited for the other person to speak or smile first!)

H. Health

INFORMATION SHEET

(NOTE: Good health habits help the way one feels and acts and improves his/her appearance.)

I. Initiative

J. Morality

K. Honesty

L. Neatness

M. Open-mindedness

N. Personal appearance

(NOTE: The overall attractiveness of a person's appearance is controlled through acquired habit of health and grooming.)

0. Punctuality

P. Self-control

Q. Sense of humor

R. Tact

(NOTE: It's not WHAT is said, but HOW and WHEN it is said.)

S. Use of voice

(NOTE: A speaking voice which is attractive should have a medium to low tone but should be loud enough to be heard. A booming voice is too loud and will cause others to resist. The voice should be relaxed rather than tense, and the words should be clearly and properly spoken.)

T. Sportsmanship

U. Cooperation.

V. Cheerfulness

INFORMATION SHEET

III. Steps to improve personality

A. Find out and admit shortcomings

B. Decide on one habit or trait for improvement

C. Develop a plan for improvement

D. Check progress

(NOTE: Check regularly and often at first. After following a plan of improvement for several weeks, progress may be apparent. However, keep checking for weeks or even months to prevent slipping back into the old ways!)

E. Begin working on another trait or habit when you "feel" that improvement is permanent

IV. Basic rule for good peer relations — You must like yourself before you can like others or expect others to like you

V. Ways to improve peer relations

(NOTE: These suggestions to improve peer relations are not guaranteed to work every time. Each human being is different from every other. However, if the approach is sincere, the relationships with others will be rewarding.)

A. Show genuine interest in others

B. Smile

C. Make the other person feel important

D. Be sympathetic

(NOTE: Listening is much more important than talking, respect the other person's point of view.)

E. Avoid argument

F. Admit own mistakes

G. Give sincere praise

INFORMATION SHEET

(NOTE: Avoid flattery, which is giving a dishonest compliment. Giving honest compliments helps form the habit of looking for the good in others rather than paying attention to their faults.)

VI. Peer pressure groups

A. A peer group is a group of equals to which one belongs. These people usually are of similar age and have common experiences, interests, attitudes, opinions, and ways of understanding events. They are most often informal and unorganized.

B. People learn a great deal from peer groups. They learn social conduct, values, what things to be doing; what activities, attitudes, and opinions are old and which ones are current.

C. Peer groups exert pressure for conformity.

D. People have a great need to be accepted or belong to a group. This need seems to be a powerful force in bringing people in line or getting people to conform. However, peer groups have no more influence on teens than on adults.

E. Peer groups may affect dress, hairstyles, language, or appearance in general.

F. In adolescence, people may turn away from established authority and identify with their peer groups. Active involvement and identification with peer groups tend to make up for the loosening bonds to parents. The need to conform to the ways of a peer group, however, can be upsetting to parents.

G. Peer groups may develop negative attitudes toward school, especially among those who do poorly in school or see school as barring the way to early marriages or early jobs.

H. Peer groups may not be the most reliable place to acquire knowledge about sex because the members may not have complete or correct information, or they may have the wrong attitudes.

I. One may feel pressured into activities in spite of inner feelings of reserve or doubt.

J. People need to assess their peer group members to determine if the friends are likely to help attain satisfying goals or deter people from attaining goals and thus end up confused and discontented.

K. Peer groups can offer encouragement, safety, sharing, closeness, identity, learning experiences, and discovery of self.

INFORMATION SHEET

VII. Types of friendships

A. Social friends — people whom you see outside of work. They could be people in your neighborhood or community. They could be people who belong to some of the same clubs or organizations that you do. You might attend social functions in their homes or invite them to yours. You might attend parties, dances, or other activities together. These friends may or may not develop into other types of friends.

B. Work friends — people at work with whom you develop friendships. You might have lunch with these friends or spend break time talking with them. You might also be involved in social activities at work with these people such as ball teams or office parties. As you get to know these friends better, they may develop into social, close, or perhaps even intimate friends.

C. Close friends — people with whom you have developed a warm and close relationship. You can talk to these friends about personal matters and count on them in times of need. You usually share several common interests spend time together involved in ativities related to those interests. You might play tennis frequently, go fishing, ride horses, cook meals, go to movies, go shopping, etc. A close friend is one whom you would not mind asking to do you a special favor.

D. Intimate friends — people with whom you have a warm, special friendship developed through long association. You can be very informal and can trust this friend with your most personal and private matters. You can feel free to express your feelings for this friend through hugs and kisses. These friends are most often members of the opposite sex, but may also be persons of the same sex.

PEER RELATIONS
UNIT I

STUDENT SUPPLEMENT — HELP A NEW STUDENT

Directions: Below are some suggestions on how you can help a new student adjust to moving into your school and community. Use whichever suggestions apply in your situation when a new student arrives in school.

- ⇒ Introduce yourself.
- ⇒ Offer to show the new student where classes are.
- ⇒ Offer to help the new student find rest rooms, cafeteria, library, and other necessary school facilities.
- ⇒ Introduce the new student to your friends.
- ⇒ Invite the new student to sit with you at lunch.
- ⇒ Invite the new student to participate in break activities with you and your friends.
- ⇒ Invite the new student to attend any extracurricular activities that you both enjoy.
- ⇒ Introduce the new student to leaders of other extracurricular activity groups.
- ⇒ Offer to share notes about classes that you have in common to help the new student catch up with the class.
- ⇒ Offer to study with the new student.
- ⇒ Invite the new student to join athletic teams you belong to.
- ⇒ Invite new student to attend school functions with you (ball games, school dances, etc.)
- ⇒ Give new student your phone number so he or she may call you if questions arise.
- ⇒ Introduce new student to other people in the community.
- ⇒ Encourage new student to get involved in community activities as a way to meet people.

STUDENT SUPPLEMENT

⇒ Give new student a tour of the community, pointing out places of interest such as various types of stores, library, community center, etc.

⇒ Make new student feel welcome.

1. **Directions**: Write a short report telling how you used some of these suggestions. Which ones worked? Which ones did not work? Did you change any of the suggestions? Did you do anything that was not suggested?

2. **Directions**: Make an oral report to the class based on your written report. In your oral report, point out the main activities you tried and the results of them. Keep your oral report short.

PEER RELATIONS
UNIT I

ASSIGNMENT SHEET #1 — DETERMINE WHAT TO LOOK FOR IN A FRIEND?

1. **Directions**: Think of the friends that you have. What qualities or characteristics do they have that make them your friends? Make a list of those qualities and characteristics below. Try to list at least six.

2. **Directions**: Compare your list to the list your teacher will share with you. What characteristics does the teacher's list have that yours does not? List those below.

PEER RELATIONS
UNIT I

ASSIGNMENT SHEET #2 — EVALUATE FIRST IMPRESSIONS

Case #1 — Don was attending the rodeo finals when a friend introduced him to John Johnson, one of the top calf ropers of the year. John seemed friendly and answered several of Don's questions about the competition. Don was interested in learning how to get into the major competitions. Since John seemed so friendly and interested in helping Don, Don decided to go by John's stalls after the competition to offer congratulations and help in getting the horses cooled out and bedded down for the night. When Don arrived, John was drinking beer and smoking cigarettes and seemed very annoyed. John just nodded when Don offered his congratulations and totally ignored his offer to help. He did not even seem to remember talking to Don just an hour earlier. Don was very confused and hurt.

Case #2 — Susan met Daniel at a major dog show. Daniel was a professional dog trainer and handler with eight years of experience. Susan was an amateur owner who had been training and showing her dogs for three years. They happened to be showing in the same class. Daniel commented after the class that Susan had handled her dog very well and that she had improved a great deal since the last show. Susan was very pleased and thanked Daniel. Later, they happened to meet in the parking lot after the show was over. Susan asked Daniel if he would give her a few pointers on how to show her dog more effectively. Daniel spent the next thirty minutes with Susan discussing effective techniques for showing dogs. He seemed quite pleased that she asked for his advice and did not seem to mind helping her even though she was a competitor.

Directions: Answer the following questions about the first impressions as depicted in these two cases.

1. What was Don's first impression of John Johnson?

2. Why do you think his first impression was incorrect?

ASSIGNMENT SHEET #2

3. What was Susan's first impression of Daniel?

4. Why do you think Daniel answered Susan's questions about how to show her dog more effectively with such enthusiasm?

5. Why was Don so confused and hurt?

6. Could Don have prevented making a mistake in his first impression?

7. What can you conclude from these two different cases about first impressions?

PEER RELATIONS
UNIT I

ASSIGNMENT SHEET #3 — EVALUATE THE TYPE OF FRIENDSHIPS ONE HAS

I. **Directions:** Listed below are desirable personality characteristics. Analyze your friends. Which of these characteristics do your friends possess? List seven friends in the spaces provided. In the space beside the name, write the letters of the characteristics that apply to that friend.

A. has a good attitude
B. is courteous
C. is dependable
D. has a desire to succeed
E. is enthusiastic
F. has foresight
G. is friendly
H. has good health habits
I. takes initiative
J. has morals
K. is honest
L. is neat
M. is open-minded
N. has a neat personal appearance
O. is punctual
P. has self-control
Q. has a sense of humor
R. is tactful
S. uses voice appropriately
T. is sportsmanlike
U. is cooperative
V. is cheerful

1. _____ _____
(friend's name) (characteristics)

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____

ASSIGNMENT SHEET #3

6. _____ _____

7. _____ _____

II. Answer the following questions about the types of friendships you have.

1. In what kind of activities do you and your work friends participate?

_____

_____

_____

_____

_____

_____

_____

_____

2. In what kind of activities do you and your social friends participate?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. What activities do you and your close friends share?

_____

_____

ASSIGNMENT SHEET #3

4. How would you characterize your intimate friends?

PEER RELATIONS
UNIT I

ASSIGNMENT SHEET #4 — DEVELOP A PLAN FOR SELF-IMPROVEMENT

Personality development is a life-long process. The direction your personality growth takes depends somewhat on your self-image and also on your ideal image, that is, on your idea of the kind of person you would like to be. It is seldom easy to become the person you would like to be! Here are some pointers for problem solving that can be of help to you in many of areas of living. In the space provided below, use the suggestions given to make your self-improvement plan.

POINTERS FOR PROBLEM SOLVING

Face the problem

Does a real problem exist? (A) _____

State the problem aloud or _____

on paper in order to straighten _____

out your thinking. _____

Seek the cause

What has happened to make this (B) _____

a problem? Who is involved? _____

What are the various points of _____

view causing the problem? _____

Decide what you want

Do you want to achieve a short- (C) _____

range goal or a long-range _____

objective? Is this one problem _____

alone or one of several related _____

problems? Which must be _____

ASSIGNMENT SHEET #4

solved first? _____

Suggest possible solutions

List all the possible ways in (D) _____ _____
which the problem might be solved. _____
What would be the consequence if _____
each solution were tried? Which _____
has the best results for all _____
concerned? Which one is the most _____
plausible? _____

Decide upon a plan

Which solution have I decided (E) _____
upon? What is the first step I _____
should take to accomplish my goal? _____
When shall I begin? _____

Plan the follow-up

Is my plan working? Was it the (F) _____
best solution? _____

PEER RELATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — To be completed to instructor's satisfaction.

Assignment Sheet #2 — To be completed to instructor's satisfaction.

Assignment Sheet #3 — To be completed to instructor's satisfaction.

Assignment Sheet #4 — To be completed to instructor's satisfaction.

PEER RELATIONS
UNIT I

TEST

NAME _____ SCORE _____

1. Name two factors that influence personality development.

   a. _____

   b. _____

2. Select from the list below desirable personality characteristics. Place an "X" in front of the appropriate blanks.

____ a. Courtesy	___ e. Punctuality	___ i. Open-mindness
____ b. Laziness	___ f. Nervousness	___ j. Irresponsibility
____ c. Foresight	___ g. Snobbishness	___ k. Self-control
____ d. Apathy	___ h. Desire to succeed	___ l. Sense of humor

3. Arrange in order the steps to improve personality. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

   ___a. Check progress

   ___b. Find out and admit shortcomings

   ___c. Develop a plan for improvement

   ___d. Begin working on another trait or habit when you "feel" that improvement is permanent

   ___e. Decide on one habit or trait for improvement

TEST

4. State the basic rule for good peer relations.

_____

_____

_____

5. Select from the list below ways to improve peer relations. Place an "X" in the appropriate blanks.

___ a. Give flattering compliment

___ b. Show genuine interest in others

___ c. Make the other person feel important

___ d. Argue ONLY when you are right

___ e. Make sure others admit their mistakes

___ f. Smile

6. Explain how six peer pressure groups influence behavior.

a._____

b._____

c._____

d._____

e._____

f._____

7. Explain briefly the types of friendships listed below.

a. Social — _____

_____

TEST

b. Work friends — _____

_____

c. Close friends — _____

_____

d. Intimate friends — _____

_____

(NOTE: Test questions 8-11 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Determine what to look for in a friend.

9. Evaluate first impressions.

10. Evaluate the type of friendships you have.

11. Develop a plan for self-improvement

PEER RELATIONS
UNIT I

ANSWERS TO TEST

1. a. Environment

   b. Heredity

2. a, c, e, h, i, k, l

3. a. 4

   b. 1

   c. 3

   d. 5

   e. 2

4. You must like yourself before you can like others or expect others to like you

5. b, c, f

6. Any six of the following are acceptable:

   ⇒ People may change their attitudes,

   ⇒ People may change their dress,

   ⇒ People may change their hair style,

   ⇒ People may change their activities,

   ⇒ People may change their language,

   ⇒ People may change their appearance.

   ⇒ Adolescents may turn away from established authority.

   ⇒ People may develop negative attitudes about school.

   ⇒ People may conform to the group's rules.

⇒ People may feel pressured into activities in spite of feelings of doubt or uncertainty.

7. a. Social friends — people whom you see outside of work. They could be people in your neighborhood or community. They could be people who belong to some of the same clubs or organizations that you do. You might attend social functions in their homes or invite them to yours. You might attend parties, dances, or other activities together. These friends may or may not develop into other types of friends.

   b. Work friends — people at work with whom you develop friendships. You might have lunch with these friends or spend break time talking with them. You might also be involved in social activities at work with these people such as ball teams or office parties. As you get to know these friends better, they may develop into social, close, or perhaps even intimate friends.

   c. Close friends — people with whom you have developed a warm and close relationship. You can talk to these friends about personal matters and count on them in times of need. You usually share several common interests spend time together involved in ativities related to those interests. You might play tennis frequently, go fishing, ride horses, cook meals, go to movies, go shopping, etc. A close friend is one whom you would not mind asking to do you a special favor.

   d. Intimate friends — people with whom you have a warm, special friendship developed through long association. You can be very informal and can trust this friend with your most personal and private matters. You can feel free to express your feelings for this friend through hugs and kisses. These friends are most often members of the opposite sex, but may also be persons of the same sex.

8. Completed to the instructor's satisfaction.

9. Completed to the instructor's satisfaction.

10. Completed to the instructor's satisfaction.

11. Completed to the instructor's satisfaction.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

UNIT OBJECTIVE

After completing this unit, students should be able to effectively plan social events and entertain successfully. They will learn reasons for entertaining, how to make introductions, responsibilities of guests, how to issue invitations, serving styles, etiquette for various social situations, and table manners. This knowledge will be evidenced by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Explain the difference between formal and informal entertaining.
2. List five social situations that involve entertaining.
3. Briefly explain what information appears on a formal invitation in the proper form and sequence.
4. Briefly explain what information appears on a informal invitation in the proper form and sequence.
5. Briefly explain what information is contained in a telephone invitation in the proper form and sequence.
6. Briefly explain what information is contained in a person-to-person invitation in the proper form and sequence.
7. List five responsibilities of guests at a dinner.
8. List five responsibilities of guests at a party.
9. List five responsibilities of guests as a houseguest.
10. Explain the proper procedure for making introductions.
11. List and explain the five serving styles.

OBJECTIVE SHEET

12. List three rules of etiquette for each of the following situations:
    a. Funeral
    b. Wedding
    c. Reception
    d. Proms and dances
13. Explain the difference between formal and informal table settings.
14. List six guidelines for personal table manners.
15. Prepare formal and informal invitations.
16. Make an invitation by telephone.
17. Make an introduction.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective Sheet
- B. Suggested activities
- C. Supplements
  1. Supplement #1— Relevant definitions
- D. Transparency masters
  1. TM #1— Formal Written Invitation
  2. TM #2 — Informal Written Invitation
  3. TM #3 — Formal Table Setting
  4. TM #4 — Informal Table Setting
- E. Information sheet
- F. Student supplements
  1. Student Supplement #1— Steps For Successful Social Gatherings
  2. Student Supplement #2 — Selecting Food For Social Gatherings
- G. Assignment Sheets
  1. Assignment Sheet #1 — Prepare Formal and Informal Invitations
  2. Assignment Sheet #2 — Make An Invitation By Telephone
  3. Assignment Sheet #3 — Make An Introduction
- H. Answers to assignment sheets
- I. Test
- J. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order (or obtain) materials to supplement unit

B. Provide students with copies of unit

C. Discuss unit and specific objectives

- Explain the importance of knowing the proper guidelines for entertaining.
- Ask the students to explain the difference between formal and informal entertaining. Have them write their differences down so they can compare their ideas with the information in the Information Sheet.
- Have the students give a list of table manners they are familiar with.
- Go over the objectives, and give the students an idea of what they will be learning from this unit.

D. Discuss information and assignment sheets

1. Explain the difference between formal and informal entertaining, and discuss situations that involve entertaining. Use Information Sheet, Sections I and II.

- Have students discuss formal social events that they have attended. Have them explain what made that event formal rather than informal.
- Have students describe informal social events they have attended. Have them explain how they knew the event was informal.
- Have a qualified wedding director visit class and discuss formal weddings. You might ask the wedding director to help the students simulate a formal wedding.
- Have students go through the list of social situations involving entertaining and explain which ones are usually formal, which ones are usually informal, and which ones can be either formal or informal.

2. Discuss the information needed for making invitations using Information Sheet Section III through VI.

- Explain the types of information needed before making an invitation.

SUGGESTED ACTIVITIES

- Show TM #1 and explain the layout and content of formal invitations.
- Show TM #2 and explain the format and content of informal invitations.
- Have students complete Assignment Sheet #1.
- Discuss making telephone invitations.
- Have students complete Assignment Sheet #2. Try to bring some phones to class for the students to practice telephone invitations. Have the students not involved in the phone conversation critique the participants.
- Have students bring to class any examples of invitations they can find or have at home.

3. Discuss the responsibilities of guests using Information Sheet, Sections VII through IX.
   - Have students make a list of what they think a guest's responsibilities are.
   - Discuss guest's behavior at dinners.
   - Discuss guest's behavior at parties.
   - Discuss guest's behavior as a houseguest.
   - Have students explain how their list differs from the information sheet.
4. Discuss how to make proper introductions using Information Sheet, Section X.
   - Have students practice making introductions among class members.
   - Invite several guests to class, and have the students practice introducing the guests.
   - Have the students complete Assignment Sheet #3.
5. Explain the five serving styles using Information Sheet, Section XI.
   - Use Supplement #1 to review relevant terminology.

SUGGESTED ACTIVITIES

- Have the students role play each of the serving styles to demonstrate how they are different.

6. Discuss the rules of etiquette for funerals, weddings, receptions, and proms and dances. Use Information Sheet, Section XII.

   - Have students set up mock dances, receptions, weddings, and funerals to demonstrate how to conduct oneself properly at each type of occasion.

   - Have students relate experiences they have had in which people did not behave according to the rules of etiquette.

7. Explain table manners and the difference between formal and informal table settings. Use Information Sheet, Sections XIII and XIV.

   - Use TM #3 to show a proper formal table setting.

   - Use TM #4 to show an informal table setting.

   - Have students relate situations where they have seen formal table settings used.

   - Have students discuss their guidelines for table manners, and then compare their ideas to the guidelines given in the Information Sheet.

   - Divide students into groups, and have them plan a social event they can carry on in the classroom. Have them use Student Supplement #1 to plan their event. Have them go through the entire planning and preparing stages. Then allow each group to actually conduct the social event during class.

   - Have students use Supplement #2 to plan the food for their gathering

   (NOTE: If your school does not permit food and drink in the classroom, have students simulate or pretend, but encourage them to at least use the necessary props.)

E. Give test

F. Critique test and discuss in class

G. Reteach and retest as necessary

SUGGESTED ACTIVITIES

III. Unit references

A. Allen, Betty, and Mitchell P. Briggs. *Mind Your Manners*, 3rd ed. Philadelphia: Lippincott, 1971.

B. Kawtaluk, Helen, and Alice O. Kopan. *Food for Today Revised*. Peoria, IL: Bennett Publishing Co., 1982.

C. Largen, Velda L. *Guide to Good Food*. South Holland, IL: Goodheart-Willcox Co., Inc., 1984.

D. Martin, Judith. *Miss Manners' Guide to Excruciatingly Correct Behavior.* New York: Atheneum, 1982.

E. Post, Elizabeth L. *The New Emily Post's Etiquette*. New York: Thomas Y. Crowell, 1975.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II
SUPPLEMENT #1 — RELEVANT DEFINITIONS

Accessory Items — items such as bread, butter, salt, pepper, jelly, cream, sugar, salad dressings, relishes, etc.

Centerpiece — may or may not be placed in the center of the table. Small arrangements are sometimes placed diagonally at two corners of the table. Large centerpieces are often placed on the side of a buffet table which is next to a wall.

China — thin, highly glazed, delicate porcelain. It is usually delicate in appearance, light and very strong in proportion to its size. It is non-porous and translucent. Three types are bone china, fine china, and casual china.

Crystal — high quality glass with lead to give it a heavier feel and brilliancy. When tapped gently, it has a clear, bell-like ring. Usually, it is very expensive.

Dinnerware — dinner plates, service plates, cup and saucer, and other plates.

Earthenware — material used to make dinner ware which contains better clays and is more durable and less porous than pottery.

Flatware — forks, knives, and spoons used in eating.

Glassware — glasses of many shapes and sizes used for different purposes.

Ironstone — material used to make dinner ware which is made from a purer clay and fired at higher temperatures than earthenware.

Serving dishes and utensils — usually carving forks and knives, casserole dishes, platters, and serving bowls, etc.

Silver plate — material used in manufacture of flatware that is made by coating a base metal with silver

Stainless steel — material use to manufacture flatware which is a solid alloy composed of steel, nickel, and chromium.

SUPPLEMENT #1

Stoneware — material used to make dinner ware which is fired at high temperatures still higher than those used to make ironstone. It is nonporous, opaque, and hard.

Table linens — tablecloth, placemats, runners (down center of table), and napkins.

FORMAL WRITTEN INVITATION

Mr. and Mrs. Matthew Woodruff

request the pleasure of your company

at a dance to celebrate the birthday of their daughter

Miss Alexandra Woodruff

Saturday, the eighteenth of July

at nine o'clock

Scotfield Country Club

Cowtree, North Carolina

R.s.v.p

21 Foxcourt Road

Greenville, North Carolina 27885

INFORMAL WRITTEN INVITATION

YOU ARE INVITED BY

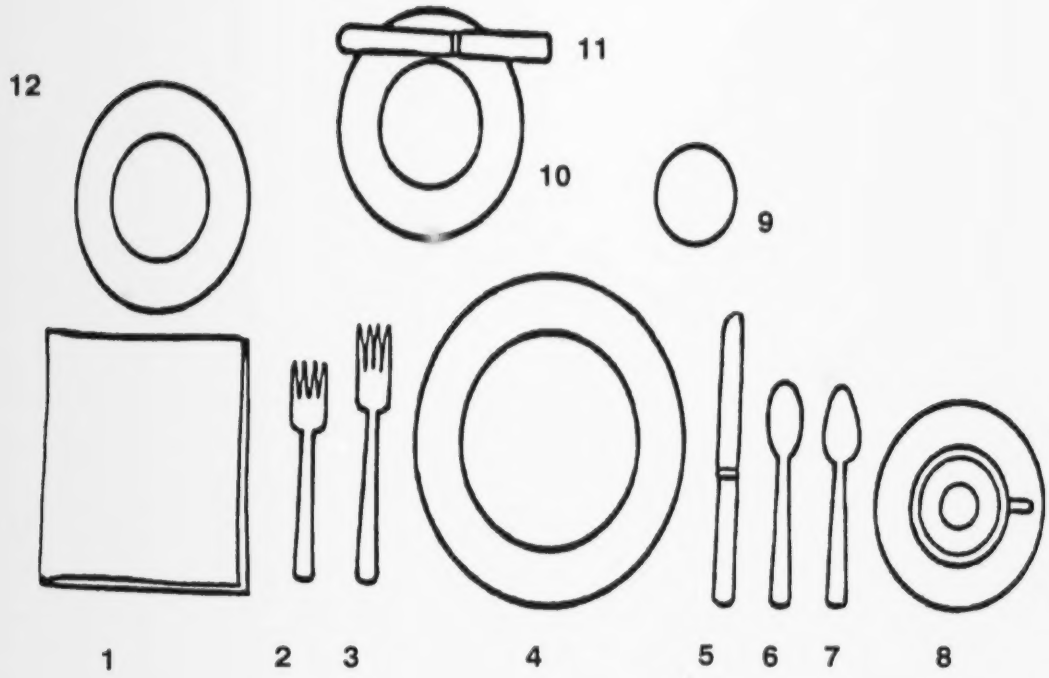
Leigh Ann Eaton

For [illegible]

on Sunday, Mar. 25 **at** 11 **o'clock**

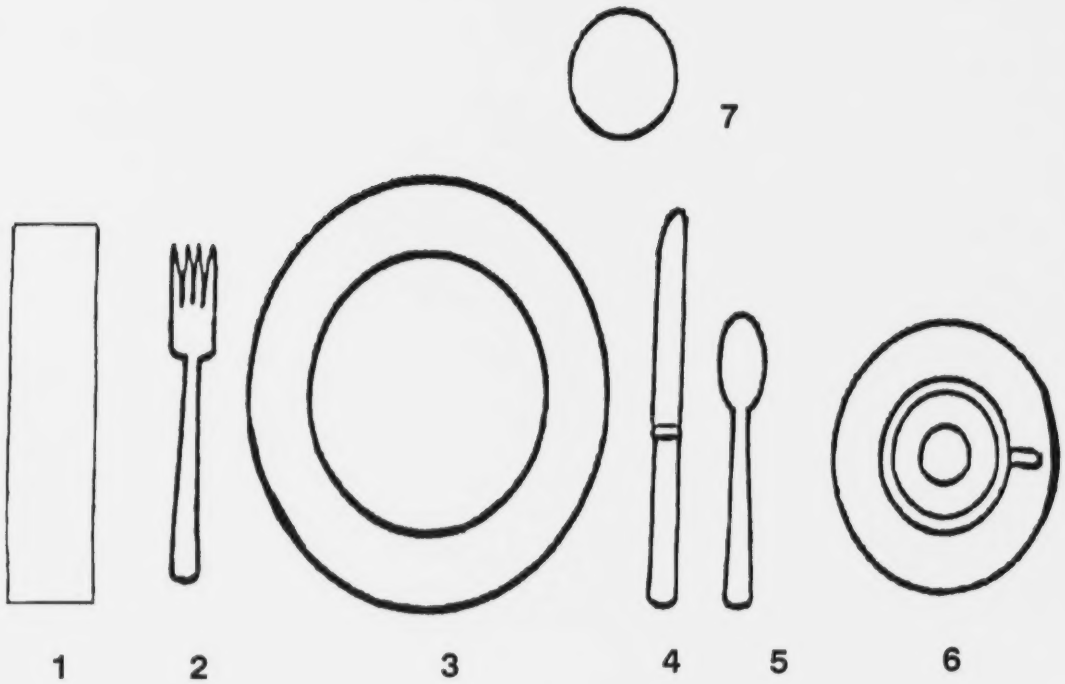
at 421 Ledelee Lane

FORMAL TABLE SETTING



1. Napkin
2. Salad Fork
3. Fork
4. Plate
5. Knife
6. Dessert Spoon
7. Spoon
8. Cup and Saucer
9. Glass
10. Bread-And-Butter Plate
11. Butter Knife
12. Salad Plate

INFORMAL TABLE SETTING



1. Napkin
2. Fork
3. Plate
4. Knife
5. Spoon
6. Cup and Saucer
7. Glass

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

INFORMATION SHEET

I. Reasons for entertaining

(NOTE: Many social events can be either formal or informal depending upon how strictly they follow the rules of ceremony. For example, a wedding may be quite formal [held in a church with all the ceremony typical of a formal wedding], or it could be a very informal wedding held in someone's house or garden.)

A. Formal entertaining — Formal is a synonym for ceremonial. Formal entertaining is conducted according to rules of established forms of ceremony. Formal entertaining usually requires formal attire such as tuxedos and long dresses.

B. Informal entertaining — Informal means less than formal. The extent of informality is usualy determined by the host/hostess, setting, and situation. Dress for informal entertaining usually varies greatly depending upon the social event.

EXAMPLE: One might dress quite differently for a company picnic than for a family trip to the lake.

II. Social situations that involve entertaining

Weddings	Births
Engagements	Special Holidays
Graduations	New Jobs
Moving	Promotions
Birthdays	Business Successes
Anniversaries	Business Meetings
Cocktail Parties	Business Clients or Associates in town
Housewarmings	Showers
Baptisms	Rites de Passage: Bar and Bat Mitzvahs
Communions	Confirmations

INFORMATION SHEET

Dances Dinners

Funerals Debuts

III. Information on formal written invitations

1. Usually engraved on white or cream cards
2. May be written by hand on personal paper
3. Usually includes date, time, complete address with state spelled out
4. Appropriate to put "black tie" in lower-right-hand corner to indicate formal dress
5. Tells type of event such as dinner or dance
6. If a response is necessary, "R.s.v.p." appears on the card

IV. Information on informal written invitation

1. May use small folding cards to send invitations
2. May use a card which requires only filling in the blanks
3. Contains date, time, address
4. Tells type of event such as dinner or dance
5. If a response is necessary, "R.s.v.p." appears on the card

V. Information contained in telephone invitations

1. Must be perfectly clear about the time, date, and place
2. Can usually get an immediate response from the prospective guest
3. Need to tell what activities are planned (swimming, tennis, dinner, etc.)

VI. Information contained in person-to-person invitations

1. Must be perfectly clear about the date, time, and place
2. Need to tell what activities are planned

INFORMATION SHEET

VII. Responsibilities of a guest at a dinner

1. Promptly answer invitations, repeating date and time
2. Arrive at the specified time
3. Avoid arriving early
4. Cooperate graciously with special requests regarding behavior such as a request to keep the music low
5. Help the dinner-giver when opportunities arise
6. Greet all friends and family of host/hostess
7. Be pleasant and agreeable, leaving all unpleasant moods or pet peeves at home
8. Be enthusiastic about food, especially if some dish were prepared especially for you
9. Learn how to make a smooth exit
10. Say your "good-byes" and leave; do not keep hanging around after saying your good-byes"
11. Thank your hostess/host cordially

VIII. Responsibilities of a guest at a party

1. Be pleasant and agreeable, leaving all unpleasant moods or pet peeves at home
2. Dress appropriately (if in doubt, ask)
3. Do not spend all of your time with one close friend; try to meet and talk with everyone, especially the guest of honor
4. Clean up any spills or dropped food immediately
5. Learn how to make a smooth exit
7. Say your "good-byes" and leave; do not keep hanging around after saying your "good-byes"
8. Thank your hostess/host cordially

INFORMATION SHEET

IX. Responsibilities of a guest as a houseguest

1. Do not make yourself too much at home
2. Take a little time for the hostess/host's family
3. Be enthusiastic about food, especially if some dish were prepared especially for you
4. Forget practical jokes
5. Let hostess/host see you are having a good time
6. Thank the hostess/host cordially
7. Send note of appreciation or call to express your appreciation
8. Leave when your invitation suggests
9. Bring a reasonable amount of luggage with clothes and equipment suggested in the invitation
10. Fit into family schedule and routine as much as possible
11. Keep your room in order
12. Do not prolong use of the bathroom or clutter it with your personal items
13. Respect the family's privacy (Do not go snooping)
14. Do not sample other people's toiletries, cosmetics, or the like
15. Be sure to pack all your belongings as you leave
16. A thoughtful gift to hostess or host. It does not have to be expensive, but it should be thoughtful.

X. Making introductions

(NOTE: Remember that you are introducing one person to the other. You first speak the name of the person to whom you want to show a little deference.)

A. Introduce a man to a woman

Informal

"Miss Anderson, this is Mr. Johnson."

INFORMATION SHEET

"Janet, this is Michael."

"Iris, I'd like you to meet Rory Graham."

Formal

"Miss Hunt, may I introduce Mr. Sullivan?"

"Mrs. Agers, may I introduce Mr. Scott Davies?"

(NOTE: If you are introducing ministers or men of special distinction or importance, you introduce the man first.)

"Bishop Thomasen, may I present my sister, Miss Barner?"

B. Introduce a young person to an older one

"Miss Sherr, this is Alex Whitfield."

"Mr. White, have you met Barry Dayton?"

"Alexis, do you know Katrina?"

C. Introduce your friends, both male and female, to your family

"Mother, this is April Jackson and Ray Holmes."

"Janet, have you met my father?"

D. Group introductions

1. With small groups, introduce newcomer first and then the group members.

   "I'd like to introduce Don Jamieson. Don, this is Arthur Shelley, Karen Dowd, Katie Jones, and Bill Weathers."

2. If the group is large, introduce the newcomer to a few guests nearby who should see that other introductions are made later.

E. Shaking hands

1. Men and boys always shake hands

2. With women or girls, it is optional but a good habit to start.

3. In a business situation, hand-shaking is the standard gesture.

INFORMATION SHEET

4. When males and females meet, the female should take the initiative for shaking hands.

   (NOTE: Be sure that you have a firm but pleasant grip. Do not try to demonstrate your strength, and also do not have a limp handshake.)

XI. Serving Styles

A. Family style

1. Food such as meat, vegetables, salad, and breads may be placed in serving dishes.
2. Foods baked in casseroles are served in those containers.
3. People help themselves, passing serving dishes from one to another, usually to the right.
4. Dessert is usually served on individual plates from the kitchen.
5. Main disadvantages are overeating and wasted food.
6. Bacteria can grow quickly in food left in serving dishes during the meal.

B. Food served on plates

1. Food is usually portioned on individual plates in kitchen and brought to the table.
2. Family members usually help with serving.
3. Advantages are food portion control, food cost control, bacterial growth control.
4. Usually used only for family meals.

C. Formal style

1. Table is set with silver, glassware, and a service plate.
2. Service plate is used to serve the first course — beverage, appetizer, or soup and then removed with the empty bowl or glass.
3. Butler or other person is needed to serve the meal.

D. Semi-formal style

INFORMATION SHEET

1. Same as formal style but hostess or host serves the guests at the table.
2. Appetizer is served in individual portions from the kitchen.
3. Dinner plates are stacked on the table in front of the host.
4. Foods for the main courses are in serving dishes on the table.
5. Host usually carves and/or serves the meat course and passes it to his right to the person at the end of the table.
6. When the people on the right have been served, the host serves the people on the left.
7. Salad may be in individual plates served from the kitchen, or it may be served from a salad bowl on the table.
8. Beverages may be served with the meal or after.

E. Buffet style

1. This is the easiest way to serve a large group.
2. Stack plates at the beginning point.
3. Place food in the following order: main dish, vegetables, salad, rolls, butter.
4. Place napkins and flatware last.

   (NOTE: Rolling flatware inside napkins makes an easy package for people to pick up.)

5. You may use several small tables to hold buffet items.
6. Be sure traffic flows smoothly to avoid traffic jams.

XII. Rules of etiquette

A. Funerals

1. Clothes should be dark
2. Register signature should be formal
3. Visitors should follow the religious customs of the bereaved family when they make their visit, but visitors do not need to do anything contrary to their own faith.

INFORMATION SHEET

4. If the casket is open, visitors should pass by and pay their respects to the deceased.
5. Funeral home visits should be brief.
6. Family usually sits in the first pews on the right side of the chapel at the service.
7. Pallbearers usually sit on front left pews.
8. Conversation about subjects other than the sad occasion are quite appropriate.
9. You should not ask questions about the illness or death of the deceased, but you should listen and try to comfort family members who want to talk.

B. Weddings

1. Try to arrive early enough to be seated on time.
2. Parents, family, and friends of the bride sit on the left side of the church.
3. Parents, family, and friends of the groom sit on the right side of the church.
4. The congregation rises immediately after the mothers as the bride comes down the aisle.
5. Do try to carry on a lengthy conversation as people in the receiving line greet you.

C. Receptions

1. Usually take place on diplomatic or civil level.
2. Usually serve punch, ice tea, coffee, soft drinks
3. May also serve liquor
4. Usually have fingerfoods to eat such as tea sandwiches, meatballs, cheese and crackers
5. Usually have a receiving line so guests can meet the guest of honor and other important people.
6. Usually are serious
7. Guests are expected to dress and act according to the tone of the reception.

INFORMATION SHEET

D. Proms and dances

1. Can be informal or formal
2. Invitations need to be made three or four weeks in advance.
3. A girl should not refuse to dance with one man and then immediately dance with another.
4. Men should dance at least one dance with the hostess and the first and last dances with the ladies they brought.

XIII. Table settings

1. Formal
   a. Place table linens
   b. Place dinner ware
   c. Place flatware
   d. Place glassware
   e. Place accessory items
   f. Place serving dishes
   g. Place centerpiece after placing linens or just before serving dishes are placed
   h. Usually uses china dinner ware, crystal glassware, and silver or silver-plated flatware and serving utensils
2. Informal
   a. Usually uses stoneware or earthenware for dinnerware, glass for glassware, and stainless for flatware
   b. may have only dinner plates, serving dishes, and one set of knife and fork
   c. may have paper napkins
3. Casual
   a. Usually uses all paper and plastic for dinnerware, flatware, table linens, and glassware for easy clean-up (and to protect breakage)

INFORMATION SHEET

b. may be often used for outdoor eating or very informal parties

c. is most often used at backyard cookouts and picnics

XIV. Personal table manners

1. Try always to be pleasant and agreeable at meals.
2. Do not lean on the table (elbows off the table).
3. Contribute to the conversation and avoid controversial topics and all subjects involving disagreeable subjects.
4. Compliment the host or hostess.
5. Be on time for meals.
6. Chew with your mouth closed.
7. You usually use the fork in the left hand and knife in the right hand for cutting; transfer the fork to the right hand for eating.
8. Use knife only for foods you cannot cut with a fork.
9. Use spoon only for food too soft to be eaten with a fork.
10. Pick up your napkin, and lay it in your lap immediately after your hostess.
11. Try to eat so as not to need your napkin often. When using your napkin, touch it to your lips lightly. Do not scrub.
12. Place your napkin on the table only after your hostess has done so. Never toss napkin into your plate.
13. Use fingers for finger foods and rarely at formal meals.
14. Use spoon to discard the pits of cooked fruits.
15. Use fingers to remove pits of fresh fruits and olives.
16. Season with salt and pepper if you wish, but sample food before adding extra seasoning.
17. Try to eat all foods served unless you have a genuine allergy.
18. Watch your hostess and follow her lead when in doubt about how to eat a particular food or which piece of silver to use.
19. Be as inconspicuous as possible about eating.

INFORMATION SHEET

20. Clear table by removing the dish with your left hand and from the person's left; transfer the plate or dish to the right hand.

21. Do not scrape dishes or stack plates at the table.

22. Clear table in a counterclockwise direction, usually beginning with the hostess.

23. When clearing the table, remove all plates and utensils not needed for the next course.

24. When serving, place flatware first, followed by other small items needed (salt, cream, sugar, etc.), dinnerware, and finally food and beverage.

25. Women are always seated first.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

STUDENT SUPPLEMENT #1 — STEPS FOR SUCCESSFUL SOCIAL GATHERINGS

Directions: If you follow the guidelines below, you should have a successful social gathering.

1. Decide on the type of event, i.e. dinner, dance, cocktail party,etc.
2. Decide on when (date and time)and where the event will take place.
3. Decide on the number of guests you can accommodate.
4. Decide which guests you are going to invite.
5. Issue appropriate invitations; ask for a reply if you need a head count.
6. Decide what food or refreshments you are going to serve.
7. Determine how much of each item to buy or prepare.
8. Be sure to have enough plates, cups, flatware, napkins, etc.
9. Try to prepare food and beverages ahead of time as much as possible.
10. Try to decorate ahead of time.
11. Ask several close friends to help with arrangements if you need assistance at the last minute.
12. Greet all guests as they arrive.
13. Make necessary introductions.
14. Try to spend time with each guest.
15. Keep in mind that you cannot MAKE people have fun.
16. Be congenial and pleasant.
17. If you have a spouse or date, be sure to spend an appropriate amount of time with him or her. Do not ignore your mate throughout the social occasion.

STUDENT SUPPLEMENT #1

18. Try to avoid spending all your time with one group of friends.

19. Go out of your way to make everyone feel welcome.

20. Enjoy yourself. If you are having fun, most of your guests will also.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

STUDENT SUPPLEMENT #2 — SELECTING FOOD FOR SOCIAL GATHERINGS

Directions: Listed below are some guidelines for selecting food for social gatherings. Following these guidelines will help you have success.

For all events

⇒ Decide how much money you can afford to spend.

⇒ Determine the number of guests you are having.

⇒ Choose foods your can fit into your budget.

⇒ Choose foods you know how to prepare or can get an appropriate recipe for.

⇒ Choose foods you think your guests will enjoy.

For formal dinners

⇒ Choose your entree and pick vegetables to go with it

EXAMPLE: sugar cured ham, glazed carrots, and broccoli casserole would go well together.

⇒ Provide tea, coffee, and water for your guests.

⇒ Keep in mind that some foods such as hotdogs, hamburgers, etc. are not appropriate for formal dinners.

For informal dinners

⇒ Here you are free to choose almost any type of foods that go well together.

EXAMPLE: spaghetti with a salad and Italian bread might be a good choice.

⇒ Provide tea, coffee, and water for your guests.

For a barbecue

⇒ Decide on your entree, usually chicken or beef, maybe even pork chops.

STUDENT SUPPLEMENT #2

⇒ Be sure you have someone to help with the cooking since you will most likely be prereparing some food indoors as well as outdoors.

⇒ Try to choose vegetables or salads that can be prepared in advance.

Example: potato salad, cole slaw, baked beans, or vegetable casseroles can be prepared early.

⇒ For beverages, serve iced tea or soft drinks.

Traditional meals

⇒ Usually special holidays like Thanksgiving, Christmas, and Fourth of July have tradtional foods served.

EXAMPLE: Thanksgiving meals usually consists of turkey with dressing and gravy, cranberry sauce, corn, and sweet potato pie. For Fourth of July, hamburgers, hotdogs, baked beans, chips, and soft drinks are traditional fare.

⇒ Some families establish their own traditional meals.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

ASSIGNMENT SHEET #1 — WRITE AN INVITATION

I. Prepare a formal invitation. Use white or cream stationery, and use a black pen for the writing. Be sure to include the following information. Also be sure to write neatly and legibly. Practice writing your invitation in the space provided below before writing your invitation on stationery.

a. The name of the persons giving the social event

b. The event being celebrated (birthday, graduation, anniversary, etc.)

c. Name of person(s) being honored (if any)

d. The date

e. The time

f. The address or place

g. The city and state

h. R.s.v.p. notation (if needed)

i. Address to send R.s.v.p. if different from location of social event

(NOTE: All words and numbers are spelled out in formal invitations. You do not abbreviate any words or use numerals. Appropriate titles precede all names.)

ASSIGNMENT SHEET #1

II. Prepare an informal written invitation. It should contain the same information as a formal invitation, but you might use a pre-printed form or use your personal stationery. Practice writing your informal invitation below before making your final copy.

(NOTE: Names do not have to have titles in informal invitations, and you may also use standard abbreviations and numerals.)

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

ASSIGNMENT SHEET #2 — MAKE AN INVITATION BY TELEPHONE

Directions: Practice making invitations by telephone. Be sure to include all the necessary information. Fill in the information below before practicing; then, you will have all the information at hand.

Giver of social event:

Type of social event:

Date of event:

Time of event:

Location of event:

Any special details:

(special clothes or equipment such as swimsuits or tennis equipment)

(NOTE: You might also anticipate questions from guests about appropriate dress. Be prepared to answer these questions.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

ASSIGNMENT SHEET #3 — MAKE AN INTRODUCTION

Directions: Your instructor will assign you various roles to play in making the following introductions. Practice making introductions in each role listed. Remember the guidelines about shaking hands.

- ⇒ Introduce a friend to your parents
- ⇒ Introduce a friend to another friend
- ⇒ Introduce a friend to the governor of your state
- ⇒ Introduce a newcomer to a small group of friends
- ⇒ Introduce one lady to another
- ⇒ Introduce a man to a woman
- ⇒ Introduce yourself to a prospective employer
- ⇒ Introduce your supervisor at work to a friend
- ⇒ Introduce your instructor to your parents
- ⇒ Introduce your father to your girlfriend or boyfriend

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — To be completed to the satisfaction of the instructor

Assignment Sheet #2 — To be completed to the satisfaction of the instructor

Assignment Sheet #3 — To be completed to the satisfaction of the instructor

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

TEST

NAME _____ SCORE _____

1. Explain the difference between formal and informal entertaining.

_____

_____

_____

_____

_____

_____

_____

_____

2. List five social situations that involve entertaining

_____

_____

_____

_____

_____

3. Briefly explain what information appears on a formal invitation in the proper form and sequence.

a. _____

b. _____

c. _____

d. _____

TEST

e. _____

f. _____

4. Briefly explain what information appears on a informal written invitation in the proper form and sequence.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Briefly explain what information is contained in a telephone invitation in the proper form and sequence.

a. _____

b. _____

c. _____

6. Briefly explain what information is contained in a person-to-person invitation in the proper form and sequence.

a. _____

b. _____

7. List five responsibilities of guests at a dinner

a. _____

b. _____

c. _____

d. _____

TEST

e. _____

8. List five responsibilities of guests at a party

a. _____

b. _____

c. _____

d. _____

e. _____

9. List five responsibilities of guests at a houseguest

a. _____

b. _____

c. _____

d. _____

e. _____

10. Explain the proper procedure for making introductions

_____

_____

_____

11. List the five serving styles and explain each.

_____

_____

_____

_____

TEST

_____

_____

_____

_____

_____

12. List three rules of etiquette for each of the following situations:

Funeral

a. _____

b. _____

c. _____

d. _____

e. _____

Wedding

a. _____

b. _____

c. _____

Reception

a. _____

b. _____

c. _____

Proms and dances

a. _____

TEST

b. _____

c. _____

13. Explain the difference between formal and informal table settings.

_____

_____

_____

_____

_____

_____

14. List six guidelines for personal table manners.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

(NOTE: Test questions 15-17 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

15. Write formal and informal invitations.

16. Make an invitation by telephone.

17. Make an introduction.

SOCIAL AND ENTERTAINMENT SKILLS
UNIT II

ANSWERS TO TEST

1. a. *Formal entertaining* is conducted according to rules of established forms of ceremony. It usually requires formal attire. *Informal entertaining* usually follows whatever guides the host/hostess establishes, but can vary greatly from situation to situation.

2. Any five of the following

Weddings	Births
Engagements	Special Holidays
Graduations	New Jobs
Moving	Promotion
Birthdays	Business Success
Anniversaries	Business Meetings
Cocktail Parties	Business Clients or in town
Receptions	Housewarmings
Showers	Dinners
Baptisms	Rites de Passage: Bar and Bat Mitzvahs, Communions, Confirmations, and Debuts
Dances	Funerals

3. Formal written invitations

   a. Usually engraved on white or cream cards

   b. May be written by hand on personal paper

   c. Usually includes date, time, complete address with state spelled out

   d. Appropriate to put "black tie" in lower-right-hand corner to indicate formal dress

ANSWERS TO TEST

e. Tells type of event such as dinner or dance

f. If a response is necessary, "R.s.v.p." appears on the card

4. Informal written invitation

   a. May use small folding cards to send invitations

   b. May use a card which requires only filling in the blanks

   c. Contains date, time, address

   d. Tells type of event such as dinner or dance

   e. If a response is necessary, "R.s.v.p." appears on the card

5. Telephone invitations

   a. Must be perfectly clear about the time, date, and place

   b. Can usually get an immediate response from the prospective guest

   c. Need to tell what activities are planned (swimming, tennis, dinner, etc.)

6. Person-to-person invitations

   a. Must be perfectly clear about the date, time, and place

   b. Need to tell what activities are planned

7. Any five of the following.

   Promptly answer invitations, repeating date and time

   Arrive at the specified time

   Avoid arriving early

   Cooperate graciously with special requests regarding behavior such as a request to keep the music low

   When opportunities arise, help the dinner-giver

   Greet all friends and family of host/hostess

ANSWERS TO TEST

Be pleasant and agreeable, leaving all unpleasant moods or pet peeves at home

Be enthusiastic about food, especially if some dish was prepared especially for you

Learn how to make a smooth exit

Say your "good-byes" and leave; do not keep hanging around after saying your "good-byes"

Thank your hostess/host cordially

8. Any five of the following.

Be pleasant and agreeable, leaving all unpleasant moods or pet peeves at home

Dress appropriately (if in doubt, ask)

Do not spend all of your time with one close friend; try to meet and talk with everyone, especially the guest of honor

Clean up any spills or dropped food immediately

Learn how to make a smooth exit

Say your "good-byes" and leave; do not keep hanging around after saying your "good-byes"

Thank your hostess/host cordially

9. Any five of the following.

Do not make yourself too much at home

Take a little time for the hostess/host's family

Be enthusiastic about food, especially if some dish was prepared especially for you

Forget practical jokes

Let hostess/host see you are having a good time

Thank the hostess/host cordially

Send note of appreciation or call to express your appreciation

ANSWERS TO TEST

Leave when your invitation suggests

Bring a reasonable amount of luggage with clothes and equipment suggested in the invitation

Fit into family schedule and routine as much as possible

Keep your room in order

Do not prolong use of the bathroom or clutter it with your personal items

Respect the family's privacy (Do not go snooping)

Do not sample other people's toiletries, cosmetics, or the like

Be sure to pack all your belongings as you leave

A thoughtful gift for hostess or host is customary. It does not have to be expensive, but it should be thoughtful.

10. To introduce one person to another, say first the name of the person whom you wish to show difference. Then, give the name of the second person.

    Women are usually introduced to men, and younger persons to older ones.

11. a. Family style — Food is placed on the table and people pass the serving dishes and serve themselves.

    b. Food served on plates — Food is placed on the plates in the kitchen and then brought to the table.

    c. Formal style — Table is set with china, crystal, silver, and a butler usually serves the food.

    d. Semi-formal style — Similar to formal style except the host or hostess serves the food

    e. Banquet — Food is placed in serving dishes on a serving table along with plates and flatware. People serve themselves and are then seated.

12. Any three of the following in each category

    Funerals

    Clothes should be dark

ANSWERS TO TEST

Register signature should be formal

Visitors should follow the religious customs of the bereaved family when they make their visit, but visitors do not need to do anything contrary to their own faith.

If the casket is open, visitors should pass by and pay their respects to the deceased.

Funeral home visits should be brief.

Family usually sits in the first pews on the right side of the chapel at the service.

Pallbearers usually sit on front left pews.

Conversation about subjects other than they sad occasion are quite appropriate.

You should not ask questions about the illness or death of the deceased, but you should listen and try to comfort family members who want to talk.

Weddings

Try to arrive early enough to be seated on time.

Parents, family, and friends of the bride sit on the left side of the church.

Parents, family, and friends of the groom sit on the right side of the church.

The congregation rises immediately after the mothers as the bride comes down the aisle.

Do not try to carry on a lengthy conversation as people in the receiving line greet you.

Receptions

Usually take place on diplomatic or civil level.

Usually serve punch, ice tea, coffee, soft drinks

May also serve liquor

ANSWERS TO TEST

Usually have fingerfoods to eat such as tea sandwiches, meatballs, cheese and crackers

Usually have a receiving line so guests can meet the guest of honor and other important people.

Usually are serious

Guests are expected to dress and act according to the tone of the reception.

Proms and dances

Can be informal or formal

Invitations need to be made three or four weeks in advance.

A girl should not refuse to dance with one man and then immediately dance with another.

Men should dance at least one dance with the hostess and the first and last dances with the ladies they brought.

13. a. Formal table settings usually use china, crystal, silver, cloth table linens, and centerpieces. Informal table settings usually use stoneware, glass, and stainless and have fewer pieces of flatware on the table.

14. Any six of the following

Try always to be pleasant and agreeable at meals.

Do not lean on the table (elbows off the table).

Contribute to the conversation and avoid controversial topics and all subjects involving disagreeable subjects.

Compliment the host or hostess.

Be on time for meals.

Chew with your mouth closed.

You usually use the fork in the left hand and knife in the right hand for cutting; transfer the fork to the right hand for eating.

ANSWERS TO TEST

Use knife only for foods you cannot cut with a fork.

Use spoon only for food too soft to be eaten with a fork.

Pick up your napkin, and lay it in your lap immediately after your hostess.

Try to eat so as not to need your napkin often. When using your napkin, touch it to your lips lightly. Do not scrub.

Place your napkin on the table only after your hostess has done so.
Never toss napkin into your plate.

Use fingers for finger foods and rarely at formal meals.

Use spoon to discard the pits of cooked fruits.

Use fingers to remove pits of fresh fruits and olives.

Season with salt and pepper if you wish, but sample food before adding extra seasoning.

Try to eat all foods served unless you have a genuine allergy.

Watch your hostess and follow her lead when in doubt about how to eat a particular food or which piece of silver to use.

Be as inconspicuous as possible about eating.

Clear table by removing the dish with your left hand and from the person's left; transfer the plate or dish to the right hand.

Do not scrape dishes or stack plates at the table.

Clear table in a counterclockwise direction, usually beginning with the hostess.

When clearing the table, remove all plates and utensils not needed for the next course.

When serving, place flatware first, followed by other small items needed (salt, cream, sugar, etc.), dinnerware, and finally food and beverage.

Women are always seated first.

ANSWERS TO TEST

15. Completed to the satisfaction of the instructor

16. Completed to the satisfaction of the instructor

17. Completed to the satisfaction of the instructor